

**Fall 09 Enrollment**

Boulder	30,659
Colorado Springs	8,464
Denver	14,029
Anschutz	3,159

Fall 09 Faculty**Instructional Faculty***Tenured & Tenure Track*

Boulder	1,089
Colorado Springs	228
Denver	349
Anschutz	1,229

Non-Tenure Track

Boulder	1,001
Colorado Springs	155
Denver	657
Anschutz	721

Research Faculty/Academic Research Staff & Public Service Faculty

Boulder	1,309
Colorado Springs	41
Denver	84
Anschutz	1,706
Denver/Anschutz	19

FY 09 Degrees Awarded

Boulder	7,010
Colorado Springs	1,765
Denver	3,088
Anschutz	936

FY 09 Research Awards

Boulder	\$339.7 M
Colorado Springs	\$8.7 M
Denver	\$22.8 M
Anschutz	\$342.4 M



Academic Affairs Highlights

University of Colorado: Accreditation

Institutional Accreditation

Institutional accreditation is a process whereby an outside evaluation team assesses an institution's academic programs as well as its governance and administration, financial stability, student services, and relationships with internal and external constituencies, among other factors. The evaluation team is composed of administrators and faculty from other institutions around the country.

It is a voluntary process—institutions must actively seek accreditation from a national or regional association of schools and colleges. There are six regional associations that operate independently but cooperatively. The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools accredits degree-granting institutions of higher education in nineteen states, including Colorado.

An institution generally begins preparing for accreditation years in advance. It engages in a self-study process that results in a comprehensive report of its findings in accordance with the expectations of the accrediting body. A team of trained evaluators studies this report and schedules a visit to the campus to talk with key members of the university community (including students, faculty, staff, and administrators) as well as external constituents. In assessing the institution, the team considers five primary criteria established by the HLC:

- 1) *Mission and Integrity.* The institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
- 2) *Preparing for the Future.* The institution's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
- 3) *Student Learning and Effective Teaching.* The institution provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- 4) *Acquisition, Discovery, and Application of Knowledge.* The institution promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
- 5) *Engagement and Service.* As called for by its mission, the institution identifies its constituencies and serves them in ways both value.

For each criterion, a number of core components, which provide further explanation of what is expected of an institution, are identified by the HLC. An institution must address each component and provide evidence that it has met the criterion.

Following the site visit, the evaluation team issues a report with its recommendations. This report is reviewed by a readers panel or a review committee. Based on the findings and recommendations, the HLC issues a decision as to whether the institution will be accredited or re-accredited. Accredited institutions are subject to continued monitoring by the HLC between comprehensive evaluations, so ongoing reporting and communication is required. To be re-accredited, institutions must undergo the process every ten years.

CU Accreditation

The Higher Learning Commission (HLC) recently completed a comprehensive evaluation of CU-Boulder. The evaluation team conducted a site visit in February 2010 and followed with a recommendation for re-accreditation without stipulation. The official notice of continued accreditation was received in August 2010. The evaluation team noted the many benefits that CU-Boulder brings to the state as well as its distinctive national and international reputation among research universities. The evaluators also praised Boulder's leadership team and faculty. The report issued by the evaluation team, the CU-Boulder self-study, and other related documents can be found at: www.colorado.edu/accreditation/.

UC Denver (both the Denver and Anschutz Medical campuses) is being evaluated by HLC during the current academic year, with a site visit to take place in April 2011. UCD's self-study is expected to be complete by December 2010. The Colorado Springs campus was re-accredited in 2006-07 and will not be re-evaluated until 2016-17.

Next Comprehensive Evaluation by the HLC

Denver/AMC: 2010-11 • Colorado Springs: 2016-17 • Boulder: 2019-20

Campus Role and Mission Statements

Boulder

"shall be a comprehensive graduate research university with selective admissions standards. The Boulder campus of the university of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs..."

Colorado Springs

"shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs..."

Denver

"shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, master's, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area..."

Anschutz

"shall offer specialized baccalaureate, first-professional, master's, and doctoral degree programs in health-related disciplines and professions. It shall be affiliated with the University of Colorado Hospital and other health care facilities that offer settings for education, clinical practice, and basic and applied research..."

Specialized Accreditation

Specialized accreditation, also referred to as program accreditation, is sometimes granted to academic programs, departments or schools within a university. It is common in many disciplines such as law, medicine, engineering, architecture, business, teacher education, psychology, and social work, among others. Specialized accreditation is generally granted by a professional organization associated with the particular field. Like institutional accreditation, specialized accreditation provides some assurance of program quality, and, in addition, can serve as a condition for professional certification and licensure in many occupations.

CU has many schools, departments, and programs with specialized accreditation, including:

Boulder – Business, Clinical Psychology, Engineering, Journalism, Law, Music, Speech Language Pathology, Teacher Education, the International English Center, Wardenburg Health Center, and the University of Colorado Museum

Colorado Springs – Business, Engineering, Nursing, Education, Psychology, Public Affairs, Nutrition, Golf Management, and Counseling and Human Services

Denver – Architecture, Landscape Architecture, Urban and Regional Planning, Music and Entertainment Industry Studies, Business, Accounting, Health Administration, Psychology, Teacher Education, Engineering, Chemistry, and Public Affairs

Anschutz – Dental Medicine, Medicine (including multiple specialties), Nursing, Pharmacy, and Public Health

In many cases, there are multiple programs or disciplines within each of these broader subject areas that are separately accredited.

Value of Accreditation

Accreditation protects the interests of students and institutional stakeholders by ensuring that the educational programs offered, and the related degrees granted, meet or exceed standards developed by experts in the field and are recognized by state, federal, and international governments. The process is intended to provide constructive criticism and evaluation with the goal of improving student learning. The Higher Learning Commission states that "the process of accreditation provides the accredited institution with an opportunity for critical self-analysis leading to improvement in quality and for consultation and advice from persons from other institutions."¹

In addition, only accredited schools and programs can receive federal funding, and only students who enroll in accredited institutions are eligible for federal financial aid. Accreditation can also be important to students seeking to transfer credits from one institution to another. Although transfer policies vary, most colleges and universities generally accept only transfer credits that are earned at institutions accredited by one of the six regional accrediting bodies.

¹ Institutional Accreditation: An Overview. January 1010. The Higher Learning Commission. <https://content.springcm.com/content/DownloadDocuments.ashx?Selection=Document%2C19508682%3B&accountId=5968>

Functions of Accreditation—from the U.S. Department of Education

- Verifying that an institution or program meets established standards;
- Assisting prospective students in identifying acceptable institutions;
- Assisting institutions in determining the acceptability of transfer credits;
- Helping to identify institutions and programs for the investment of public and private funds;
- Protecting an institution against harmful internal and external pressure;
- Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among institutions;
- Involving the faculty and staff comprehensively in institutional evaluation and planning;
- Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
- Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

Source: U.S. Department of Education, <http://www2.ed.gov/admins/finaid/accred/accreditation.html#Overview>

Concerns About Accreditation

There is currently a national conversation on accreditation reform, motivated in part by the growing administrative burden that accreditation requires. Some complain that uniform accreditation programs push costs higher, lengthen programs, and encourage homogeneity. However, accreditation requires that institutions engage in critical self-assessment that might otherwise take a back seat to more immediate priorities. This type of in-depth internal analysis can lead to significant improvements in how students are served.

Furthermore, accreditation is often what distinguishes legitimate institutions from "diploma mills." This is garnering more attention as for-profit institutions take a larger share of federal financial aid dollars. Some for-profit institutions have actively sought to purchase accredited institutions in order to assume their accreditation standing. In these cases, the acquiring institution must request that accreditation continue with "a change in control," and accrediting agencies are now scrutinizing these requests more closely.